DOCUMENT RESUME

ED 256 523 RC 015 149

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TITLE	Experiential Learning: Theory and Practical Applications in Secondary Schools.
INSTITUTION	Alabama Univ., University. Coll. of Education.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	[77]
CONTRACT	DHEW-USOE-30477-3100
NOTE	55p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Adolescent Development; Career Education; Citizenship Education; Community Involvement; Community Programs; *Daily Living Skills; *Experiential Learning; Field Experience Programs; Outdoor Education; *School Role; Secondary Education; *Secondary Schools; Student Volunteers; Teaching Skills
IDENTIFIERS	Experience Based Career Education

ABSTRACT

Verbal learning does not prepare adolescents for a society which expects students to graduate as adults from secondary school. This is obvious when one sees how often adolescents are excluded from adult activities and responsibilities. Experiential learning can provide students with a link between academic content and the self-confidence adulthood demands. National reports concede this, but still recommend delegating experience-based programs to alternative schools, limiting secondary schools to cognitive learning. Experiential learning should be the organizing factor behind all education programs. By Carl Rogers' and Johnson and Johnson's definitions for experiential learning, in-class simulations and problem-solving can be experiential, but the community can also be utilized. The importance of the outside world is documented by the success of "Foxfire." Different types of experiential programs include learning in service agencies, the professional community, the world of work, construction and urban renewal projects, the political area, unfamiliar cultures, and the outdoors. Teachers must be trained to use different strategies for helping students analyze experiences. Schools can provide action learning through student activities programs, interim terms, and community involvement courses. The "Walkabout" and the Experience-Based Career Education programs are models for organizing experiential learning. Currently, Alabama is actively exploring the value of experience-based learning. (PM)

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EXPERIENTIAL LEARNING: THEORY AND PRACTICAL APPLICATIONS IN SECONDARY SCHOOLS

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The activity which is the subject of this report was supported in whole or in part by the U. S. Office of Education, Department of Health, Education, and Welfare, Contract Number DHEW/USOE 30477-3100. The opinions expressed herein do not necessarily reflect the position or policy of the U. S. Office of Education, and no official endorsement by the U. S. Office of Education should be inferred.

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Experiential Learning - Some Preliminary Comments

We are coming to realize that formal schooling, with its emphasis on verbal learning, has serious limitations. Long ago, Emerson pointed out we are students of words; that we are shut up in recitation rooms for 12 years and we come out with a memory of words, a bag of wind, and know nothing. In the artificiality of traditional schooling, many students do not accept purposes or see meaning in what they do. School is drab and depersonalized.

The Values of Experience. On the other hand, real experiences have many values. Experiences are the basis of all knowledge. Teachers and students operate as if knowledge comes from books, but knowledge comes first from actual experiences, out of man's efforts to solve his problems, then is refined, reorganized and abstracted into books as distilled wisdom. Experience is the foundation for meaningful verbal learning. As semantists tell us, words do not have meaning for us, we have meanings for words, we draw on our backgrounds of experiences to give meaning to any verbal communication.

For efficiency, education too often tries to short-cut experience in learning, but as Dewey (1) has pointed out: an ounce of experience is worth a ton of theory, and when theory stands unattached to experience, it becomes a mere verbal formula, a set of catchwords used to render thinking unnecessary and impossible. The real, the practical, and the concrete motivate the learner. There is no comparison between a made-up exercise and a real problem, the solution of which makes a practical difference; no comparison between something learned for future use and that learned for here and now. Experience-based learning generates special meaning and purpose, a purpose easily seen. When content is learned in relation to use in actual situations, the learning is

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more permanent, more functional, and transferable. We accept this in non-academic learning. When we teach someone to cook, dance, or swim, we won't accept verbal knowledge, but performance. The same is, or should be, true in the academic areas; it is only more difficult to do or judge. Because words can be memorized and repeated, we often fail to recognize authentic learning.

Maurice Gibbons (2) brings out the essential value of doing when he states: "Learning is still incomplete until a third dimension has been added to concrete experience and formal study. This dimension, often omitted in school, though essential to mastery, is productive activity: applying experience and studies in an activity yielding a product of worth to the student--an idea, a song, a building, a critique, a garden, a pilot's license, or a service."

The Unique Problems of Adolescents. In truth, modern society has no satisfactory place for adolescents, no well-defined status. The world today is a wonderful place to be a child, a challenging place to be an adult, but frustrating to be in between. This creates special needs for adolescents. Adolescence represents a transition period from childhood to adulthood, and its primary learning tasks are becoming an adult and learning adult roles. Yet, adult reactions to adolescent behavior are typically "Stop behaving like a child," or "You're not old enough to do that yet."

If one analyzes the schools, as well as society in general, the processes used retard rather than facilitate the transition to adult roles. Practically all things considered adult are denied the adolescent. He has been excluded from responsible participation in adult activities. It has been difficult to provide responsible work experiences to link youth with the adult world,

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while at the same time adult society places a peculiar emphasis on work as the symbol of adulthood. Where primitive societies have puberty rites to mark the transition to adult status, holding a job has been, in a sense, the puberty rites in America. Work on the job has been the single most important factor in the lives of American men. The man who works is valued and the productive man is prized. Traditionally, work has been the activity of the good citizen.

The adolescent, denied participation in the real world of adults, creates an artificial world of his own, a world of fads and language. The one area in which he can express his independence is the social world with his peers, and this in part explains his extreme preoccupation with peer-group life. Because the adult world denies him responsible participation, the adolescent in turn denies certain values of adult society. The adolescent channels his enthusiasm and energy into this social world, but if other areas besides the social world of adolescence were available, the adolescent would respond equally well.

The Central Purpose of the Secondary School. In the past, there were other avenues to successful adult life besides the secondary school. Part of the American dream was the self-made man, who, with little or no formal schooling, could go to work and through hard work rise to the highest success. Today, this is no longer possible. The school has become an all encompassing agency, through which all must pass. The drop-out finds doors to most occupations closed. If for no other reason but default, school has become the only means of passage to satisfactory adult status. If the school has become all encompassing, through which all must pass, then this is further reason that its central task should be to prepare adolescents to assume adult roles.

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In summary, (1) there must be an organic relationship between verbal learning and actual experiences for maximum results; and (2) experiences in the real world are essential if schools are to achieve its primary purpose-facilitating the transition of the adolescent into adulthood.

For educators who would contend that cognitive learning should be the sole prupose of schools, they might consider: (1) the basic language pattern is learned in the out-of-school context and is set before the child enters the first grade; (2) standard English is no more complex than street language to learn; (3) values and attitudes are learned primarily from family and social class experience; (4) the only factors which have predictive value for academic achievement are (a) parents' level of education, (b) father's occupation and, (c) number of books in the home; (4) your experiential background conditions what you are able to see, what you view as meaningful in school experiences, and largely determines verbal learning; (5) eighty-five percent of the verbal ability of the learner is determined by age five.

In this age of accountability and return to the basics, teachers must convince themselves of these facts and then convince the public. If the school is to be held accountable for school achievement, as presently based on verbal learning, then the game is over before the teacher ever gets the child. The only other safe alternative is to choose to teach where the middle and upper class children are!

Secondary Education - Current Status and Rationale for Change

A survey of educational literature for the past decade illuminates one major theme--general dissatisfaction with the secondary school. After such strenuous efforts to consolidate schools and establish the large comprehensive high school, as advocated by Conant, the size of the present schools is

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now seen as a basic cause for student alienation, for depersonalization and for dulling standardization. The large school is viewed as designed on the factory model, an application of mass production techniques; and its approach is to assemble in one place as much raw materials as feasible, i. e. children, and to process them as interchangeable parts.

During the post-Sputnik era of the 1960's, innovation and curriculum reform reigned supreme; the new math, the new science, etc., focused on the development of cognitive skills through inquiry-oriented materials. The culturally disadvantaged were also discovered, and extensive federal funding of programs followed. The results, however, have not been encouraging.

When the massive funding for new national curriculum projects and for compensatory education did not magically convert all students into academic scholars, disillusionment began. The accountability movement arrived in the late 1960's to hold teachers and schools accountable, and a wave of conservatism spawned the "back-to-basics" movement of the 1970's. These national movements in curriculum reform, compensatory education, and accountability further contributed to the standardization of education.

During the 1960's critics, such as Illich, would abolish the social institution of secondary education. Others were deeply concerned with the effects that schools had on children and youth. John Holt saw schools as prisons and as places where children were taught to fail. Some of their book titles reflect the tone of their criticism: Death at an Early Age, by Jonothan Kozol; Our Chidren Are Dying, by Nat Hestoff; How to Survive in Your Native Land, by James Herndon. Some of these critics saw the need for alternative non-public schools and a wave of free schools followed (3).

Charles E. Silberman (4) published the report of the Carnegie Study, Crisis in the Classroom. In a scathing criticism of public schools, he wrote:

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> It is not possible to spend any prolonged period visiting public schools classrooms without being appalled by the mutilation visible everywhere--mutilation of spontaneity, joy in learning, of pleasure in creating, of sense of self. The public schools--those "killers of the dream" to appropriate a phrase of Lillian Smith's--are the kind of institution one cannot really dislike until one gets to know them well. Because adults take the schools so much for granted, they fail to appreciate what grim, joyless places most American schools are, how oppressive and petty are the rules by which they are governed, how intellectually sterile and esthetically barren the atmosphere, what an appalling lack of civility obtained on the part of teachers and principals, what contempt they unconsciously display for children as as children.

Bills (5) has assessed affective needs of youth. His research shows that the longer students remain in school, the fewer opportunities they have for affecting important decisions in their classrooms; there is less interaction in decision making and more teacher-centered decision making. At the same time, the longer the students are in school the more negative become their attitudes toward themselves, toward other people, and toward their schools. They grow from an acceptance of commonly accepted values to a rejection of these same values and their self-concepts become more and more inadequate. While these changes are proceeding, the attitudes of the students' parents toward the schools become progressively more negative.

In 1973, the report of the Panel of Youth of the President's Science Advisory Committee: Youth: Transition to Adulthood was published. Van Til (6) summarizes the essential message of the report as follows:

> ...the institution of secondary education segregates youth from adults, fosters age segregation among the young, groups the young by chronological age and ability rather than physical and social maturation, and fosters self-development while deferring productive activity. Rather than including non-cognitive activities in school, the report favored organizing the non-cognitive activities outside of school because of the necessary 'organizational characteristics' of the school. .

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In sum, Coleman and the Panel called for less schooling for many youths and for more work and public service experiences under the aegis of other social institutions than secondary education.

Also in 1973, the National Commission on the Reform of Secondary Education published its report, The Reform of Secondary Education. Its criticisms and recommendations (7) are similar to the Coleman Report as evidenced by the following:

> Many adolescents are poorly accomodated in today's conventional high schools...At least a million adolescents a year drop out of school...An equally pressing secondary school problem is the large group of students who have become disenchanted with the way things are but remain in school restlessly and reluctantly. Not all of this group are academically troubled. They are a mixed bag, sampling all levels of ability and social class background. The cost to society is high...The Commission recognizes the historic and significant role the comprehensive high school has played in American education. However, it believes that the near-monopoly of secondary education by that institution, with its relatively standardized formats and restricted options, must now give way to a more diversified system of alternative schools and programs.

Two other influential national reports on secondary education have also appeared: The Greening of the High School, Ruth Weinstock, and The Education of Adolescents, The Report of the National Panel on High Schools and Adolescent Education.

Smith and Barr (8) point out the common elements of these reports. Where Conant, in his 1959 report, advocated comprehensiveness and the academic curriculum, the national reports in the 1970's recommend diversity, pluralism, and the total development of all youth--emotional, social responsibility, vocational, as well as cognitive and academic. These reports criticize the ways secondary schools isolate youth from the outside world and segregate youth from adults and from other school-age groups. The need for alternative

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schools, settings, and programs for action-learning experiences are based on three simple concepts: (1) that students, parents, and teachers should have choice among learning environments and learning experiences; (2) that different people learn in different ways; and (3) that schools not be isolated from the "real" world outside.

The current alternative movement in public education indicates that public education has responded to criticism. What went wrong in the 1960's according to Fantini (9), was that the educational innovators assumed the problems in education were the learner, the family and background, and tried to shape the learner to fit the school. Fantini sees a new public policy emerging in the 1970's. The educational problem is not the fault of the learner, but of the institution; the task is not one of fitting the learner to the school, but the school to the learner. He stresses that children learn and can be taught in a variety of ways, and these ways should be made operational, not by chance but by choice, and should be provided within the public schools. Educators have tried to meet pluralistic school populations with different learning styles through a standardized institution characterized by sameness (10). Fantini concludes that the development of public schools of choice is the only major movement in American education today. In terms of experiential education, alternative school programs serve as the means to move away from traditional schooling and often provide the vehicle for experiential education.

In the view of this writer, however, the recommendations of the National Reports that would limit the secondary school to cognitive learning and remove the experience-based alternatives, such as work, to other agencies, miss the essential relationship between verbal learning and experience. Cognitive learning without appropriate experience has been the basic problem of formal schooling. Glatthorn (11) touches on this when he states that the alternative

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school movement needs to take a new direction, that we now need to go beyond options in kinds of schools and provide some very different types of learning experiences that complement one another in a systematic fashion.

Glatthorn's cycles of experience are based on five basic assumptions:

(1) the goal of education is internal, not external, freedom; that the three dimensions of internal freedom are: (a) intellectual , the ability to think independently, (b) emotional, the ability to free ourselves from the bonds of our passion, and (c) existential, the ability to make choices and accept the consequence;

(2) that sometimes only an ordered and structured world can enable us to feel truly free inside, and the role of the teacher is to provide appropriate structure;

(3) that a perfect fit is not the best match, that growth comes from optimal tension between the learner and the world, and what the student prefers may not be what the student needs;

(4) that the world is both open and closed and the students need to learn to live in both worlds;

(5) that the alternative to school is not school, and alternative schools are too similar where differences are not distinctive; that in all schools, learning is primarily verbal, with teacher authority, and reward the grade.

Glatthorn proposes that cycles of learning experience be provided which develop internal freedom, present optimal stress and challenge, teach students to live in both and open and closed world, and provide experiences which are significantly different. His five cycles of experience are:

(1) The academy, which focuses on academic learning, whose challenge is intellectual difficulty, and which emphasizes mastery of the academic areas and the development of basic cognitive processes.

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(2) The factory, which provides demanding, real work experience; whose challenge is doing the job well; and where teachers monitor and help analyze the experience.

(3) The road, which provides some kind of extended travel to another region, another culture; whose challenge is culture shock; and where personal growth results from adjusting to and learning from another culture.

(4) The wilderness, where confrontation is with the natural environment, the challenge is nature, and growth comes from the learner pushed to his limits.

(5) The cloister, where confrontation is with self; where challenge is silence and closeness, and where growth is spiritual.

Experiential Learning as an Organizing Concept for All Education

A new term about a very old practice is emerging from educational literature which may well serve as an organizing concept for all education-experiential learning, and which is compatible with Glatthorn's cycles of experiences. The term, experiential learning, has been used by different educators from different perspectives, and to some degree appears to have different shades of meaning. Such generality, however, may well be a strength rather than a weakness as an organizing concept.

Carl Rogers (12) was one of the first to write about experiential learning. In his book, Freedom to Learn, Rogers identifies the following four elements or qualities in experiential learning:

(1) Personal Involvement. The whole person, both feeling and cognitive aspects, are involved in the learning event.

(2) Self-initiated. Even when the impetus on stimulus comes from the outside, the sense of discovery, of reaching out, of grasping and comprehending comes from within.

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(3) Persuasive. What's learned makes a difference in the behavior, attitudes, and perhaps the personality of the learner.

(4) Self-Evaluated. The learner knows whether it is meeting his need, whether it leads toward what he wants to know, whether it illuminates the area he wants to know. The locus of evaluation resides in the learner.

The essence of experiential learning, according to Rogers, is meaning. The element of meaning is built into the whole experience.

Rogers' qualities of experiential learning should be guiding principles for all learning experiences, but in particular for the socio-emotional climate approach to experiential learning.

Johnson and Johnson (13) define experiential learning as a process of making generalizations and conclusions about your own direct experiences. They describe experiential learning as a four-stage cycle: (1) concrete, personal experiences, followed by (2) observation of, reflection upon, and examination of one's experience, leading to (3) the formulation of abstract concepts and generalizations, leading to (4) hypotheses to be tested in future action in future experiences.

Johnson and Johnson view experiential learning as based upon three assumptions: (1) that you learn best when you are personally involved in the learning experience, (2) that knowledge has to be discovered by yourself if it is to mean anything to you or make a difference in your behavior, and (3) commitment to learning is highest when you are free to set your own learning goals and actively pursue them within a given framework.

Johnson and Johnson are group dynamics proponents, and group process is viewed as a valuable approach for experiential learning. When group process techniques are used to develop new skills, attitudes and behavioral patterns, and the interaction is analyzed to develop valuable concepts and principles, then such learning would be experiential. Skills in process observation and

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in roles such as participant-observer become important in facilitating experiential learning.

Simulations are an excellent classroom activity in experiential learning. Simulations emphasize intrinsic motivation, personal involvement, action-learning, self-direction, risk-taking, and consequences of action. The debriefing session provides for the analysis of experience and of the data generated in the simulation process.

Another teaching strategy, problem-solving, can also be an experiential learning approach. Of course, the problem must be a genuine problem to the learner or the class. Such an approach is experiential in nature only if the qualities of experiential learning, as defined in this paper, are exemplified in the teaching-learning process.

Outward Bound and Experiential Learning. One of the most fervent proponents of experiential learning is the Outward Bound group. Outward Bound is primarily an experience-based, action-oriented method of education. Learning is a highly personal, total-immersion, almost mystical experience which generates commitment and excitement and increases the educational potential of the method. The curriculum involves such activities as wilderness travel and camping, mountain climbing, canoeing and seamanship. A key technique is self-confrontation, in which students are challenged to go beyond what they considered their psychological and physical limits. The staff guides the student's experiences and actions for maximum educational benefits. The challenge and confrontation with oneself is the "real" way of finding out who they are, and what their limits are. Such "peak experience" can lead to dramatic personal growth (14).

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Action Learning. One should note that the definitions of experiential learning from the point of view of Rogers, group process, simulation, and problem-solving can,and do,concur witin the classroom. It is without the classroom and in the real world that experiential learning has received the most current attention. Recently, schools have begun to develop action learning programs outside school which are more than an infrequent field trip or the conventional work-study program for a limited number of students preparing for an occupation. Action learning experiences are for all students, involving a wide-range of first-hand experiences in the real world. Action learning experiences have values beyond the enrichment and vitalization of verbal learning. They also serve to facilitate passage to adulthood.

As Coleman has pointed out so well, the children today have outgrown the schools. One hundred years ago, children were "action-rich" but "information-poor." They worked with adults on the farm or in the shop or store, and such experiences were a valuable part of growing up. The school was the key to information. Today, children are "information-rich" but "action-poor." They are swamped with daily information from the media, are excluded from the adult world and required to be in school, a school that provides a 19th century environment where information is ordered, structured, fragmented and classified into subjects and schedules. Today, a better balance is needed between information and experience. (15)

Using the Community for Experiential Learning

The National Reports of the 1970's emphasize that the role of schools must be redefined in order to utilize the resources of the community and that the schools may be retarding the process of moving toward maturity and adulthood. Whereas society seems to be "dejuvenilizing" youth," the schools provide youngsters little responsibilities. Furthermore, schools isolate youth

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from significant contact with older adults, largely preventing adolescents opportunities to learn adult roles through exemplification (16). At the same time, as Postman (17) points out, communities need all the help they can get and cannot afford to lock up their youth in school buildings for twelve years. He believes that the great curriculum questions of the seventies is how the energy, intelligence, and idealism of the young can be used for purposes of social reconstruction.

The importance of the outside world to learning is documented by Wigginton (18) of Foxfire:

> Students can learn about their community and about humanity only outside the classroom. In the classroom they can, with the help of their teachers and peers examine, analyze and even celebrate what they've discovered and compare their findings with those of others; but they must have the world outside the classroom as the primary motivation for learning, and at the heart and soul of what they learn.

One of the broad major purposes of youth participation in community experiences is citizenship education. Dan Conrad and Diane Hedin (19) in the 1977 NCSS, Building Rationales for Citizenship, discuss three major premises as a rationale for youth participation. These are summarized below:

(1) Adolescents are citizens now, not merely preparing for citizenship. Now many youngsters vote at age 18. The courts have established their rights, which include free expression of opinion and no suspension without due process. Now, with rights as a citizen as emphasized, there is a need to stress obligations, social responsibility, and need to help better society.

(2) Society needs the participation of youth. The U.S. is rapidly becoming a nation of segregated subpopulations. This sense of separation has created a movement of the deification of the self. What is disappearing

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is the felt sense of collective responsibility for the fate of others. Youth participation will help counteract the over-emphasis on self and the separation of youth from adults.

(3) Youth needs to participate. The dominant psychological needs of youth are the need for self-importance and the need to make a significant contribution to the environment in which one lives. Constructive work and positive contributions are a necessity for all students. Youth need new, stimulating and challenging experiences and significant social role-taking, combined with careful reflection.

(4) Learning requires action. Experience-based learning enhances classroom procedures. Youth are motivated when they see a connection between school learning and experiences in the world. Community experiences involve gathering original data and reality-testing textbook and classroom conclusions. Youth learn to generalize from particular experiences and transfer to new settings. Critical thinking and moral deliberation are fostered. Satisfying and enjoyable experience result.

The Group for Environmental Education (GEE) has produced a book, Yellow Pages of Learning Resources, which does an excellent job of focusing on the potential of the city as a place of learning. The book is divided into three parts. Part I includes a selection of typical first-hand learning resources that can be found in the city, and stresses the learning potential in the people, places and processes we encounter every day. Part II outlines the avenues to follow in order to make these resources accessible, the converting of people, places, and processes into sources of learning. Part III describes how students, teachers, and parents may use this book. The book is full of questions in order to suggest how rich the learning resources can be and to

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initiate learning. The format of an example of how you can learn from a place follows (20):

> What Can You Learn at a Vacant Lot? Most cities have many vacant lots. Invariably, they stick out like missing teeth in a block of otherwise good housing. People complain about the hazards and the ugliness, and most of the time nothing gets done. But vacant lots, liabilities though they may seem at first, can early be converted into assets. There are several things you can do with them:
>
> Learn from a vacant lot as if you were an archaeologist. How did the lot become vacant? Did it ever have a building on it? If it was never built upon, can you figure out why it was an undesirable lot for construction? What kinds of junk and debris have piled up? What can you learn from the junk and trash that have collected here? What you reconstruct about the culture of the people who lived around the lot, based only on the things you find on the property? Can you find out who owns the property by going to City Hall and consulting the deed records?
>
> Clean up a vacant lot as a service to your nieghborhood. Hall City Hall and find out how you can get help in cleaning up the lot. Start with the City Planning Commission Board; next ask the Health Department. Can the city require the owner to clean up the lot, or will the city undertake the task itself? If worse comes to worst, find out if the city will cart away the debris if you and your friends agree to clean it up. Get a group of people together to help you.
>
> Make a vacant lot into a useful space for your community. There are many governmental programs available to improve vacant lots throughout the city. Call City Hall and consult the City Planning Department or the Redevelopment Agency. Money is sometimes available to convert vacant lots into new housing, playgrounds, parking lots, or parks. Find out if your city has such funds available. Even if there is no money through a governmental program, see if you can get the owner to dedicate the land for community use (even temporarily). Often you will be able to get people to donate materials to fix the lot up. Or you can employ ingenuity to convert inexpensive or unwanted materials into outdoor equipment. For example, old telephone company wire spools, telephone poles, and railroad ties make great playground equipment. Maybe neighbors will contribute their time or money.

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> Use a vacant lot as an added amenity in your neighborhood- a sort of neighborhood commons. Play there, wash cars there, meet friends there, put up basketball hoops, grow vegetables, have block parties, plant trees and flowers, put up fences, provide benches, make a neighborhood bulletin board. However, obtain the permission of the owner before doing anything; otherwise, you will be trespassing.
>
> If you should decide to do any or all of these things, you will have learned a great deal. Do not overlook the lesson; stop and think about what you've learned about how you can understand and change your environment. If you decide to do nothing about the vacant lots that bother you, you will also have learned an important lesson about why nothing happens to make our cities better places: It is often because people like yourself don't have the time or don't care enough to make things happen.

The City as a Schoolhouse. Perhaps the most innovative or radical use of community was the Parkway School in Philadelphia, the school without walls. In 1970, Time magazine called it the most interesting high school in the U. S. today. Life described it as the most radical of the current high school experiments. The Parkway School was conceived as a way of utilizing the resources of the city as the school program. There was no school plant, but rather the classrooms would be the community resources.

Bremer, the first principal of Parkway, suggested that the high school as we know it, has reached the end of its development. What is needed is a new kind of institution; that at Parkway, "We will study the city in the city"; and that "since our lives are inseparable from the city, it is our campus and our curriculum" (21).

Basic premises of the Parkway Program are: "That all students have serious personal interests, that these interests should be the starting point for education; that they should be developed and enriched by first-hand contact with human life; and that the function of reading, writing, and formal academic inquiry is to facilitate the process." (22)

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The Parkway idea has spread to other communities at both the high school and college levels. New York City, Germantown, Milwaukee, Ann Arbor, and Chicago are some of the communities which have instituted similar programs. In Chicago, for example, the Chicago for Metropolitan Studies (Metro) was begun in 1970. The program was housed in a downtown office building, with 350 students, grades 9-12, chosen by lottery to reflect the ethnic, racial and socioeconomic makeup of the city. Students could choose from over 100 elective courses offered all over downtown Chicago, ranging from T.V. production at NBC to marine biology at the Shedd Aquarium.

Experiential Learning Programs - Nature and Types

Experiential learning programs can be categorized in different ways. One categorizing approach would be: travel and extended field trips, outdoor education, and work experience (production of useful services or products). Another organization might be utilizing the local and world communities. The 75th NCSS Yearbook (23) lists 9 types of action learning programs: outdoors, unfamiliar cultures, service agencies, professional community, the past, construction and urban renewal projects, travel, the political arena, and the world of work. There will be overlapping in whatever organizational scheme is used, but this approach will be used to describe various types and examples of experiential learning programs, beginning with those which could be organized under community experiences. Several examples will be given in order to provide ideas for educators who might be interested in developing experiential programs.

Learning in Service Agencies. Utilizing service agencies is one of the most practical and potentially valuable approaches in experiential learning. Student can utilize these experiences to learn much about life and society, but probably most important, students can perform a useful civic service, and

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their contribution is sorely needed. Primarily, students can serve as volunteers in various community agencies and programs, such as hospitals, homes for the aged, drug centers, mental health clinics, and other social agencies. In some cases, students have organized their own agencies and offered services within their communities.

One dramatic example of youth volunteers occurred in New York City with the Community Medical Corps. During the early 1970's, some medical students enlisted 100 high school students to assist in screening children in local tenements for traces of lead poisoning. The youth volunteers were first trained, then neighborhoods were canvassed and blood tests conducted. During one summer, the youth volunteers took 2000 blood samples and identified children with high levels of lead poisoning. The volunteers became highly skilled in analyzing lead poisoning, and as a result of the program, many of the students plan to become nurses, teachers, social workers, and doctors (24).

In Lithonia, Georgia, the Vocational Opportunity Club conducts yearly community service projects. The club asked the County Health Department what really needed doing. The volunteers helped in a testing program for diabetes and blood pressure for a full week. Students conducted a publicity campaign and the result was a 50% increase in people who came for tests. Students filled out medical background forms for participants while health nurses administered the tests.

In Vermont, a state-wide program entitled DUO (Do Unto Others) is in operation in which the State Department of Education has authorized its public schools to award a semester of academic credit to students who are involved in some kind of full-time service in their community. Students find their placement, then present a proposal, including goals, sponsor, process and evaluation.

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This proposal is received and approved by the Board (25).

In the Bartram School for Human Services, an alternative school in Philadelphia, efforts are made to integrate classroom learning and work experience in the local community by providing students one-half time in the classroom and one-half time in service experiences in a nearby hospital, day-care center, rest home, and other community organizations. Staff members try to build upon the educational value of work experience as a complement to the clasroom learning (26).

Learning in the Professional Community. Internship programs are proving to be one of the most popular action-learning experiences, contributing to career and vocational goals as well as social and academic areas. Student interns work with leaders in private businesses, government, and social agencies. In Webster, Missouri, interns spend half-days in offices throughout the city, changing positions three or four times during the academic school year. In Louisville, Kentucky, interns complete academic requirements by the end of the eleventh grade, and spend their senior year in full-time internships.

Programs are emerging to help develop effective internship programs. In a national program, the Executive Internship Program, students spend one full-time semester as special assistants to executives in the community, including business, judges, museum curators, and others. The Birmingham City Schools in Alabama have an Executive Internship Program in operation.

Dynany, Inc., in Worcester, Massachusetts, offers schools assistance also in establishing internships. The school contracts with Dynany for a series of internships which involve students in community experiences. In turn, a contract is used with the sponsor to specify what the organization wants the intern to do. The intern is also asked to describe what he wants to learn(27).

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Arms and Donman, in their book, Touching the World: Acolescents, Adults and Action Learning, describe their experiences and their proposal for establishing an alliance for learning, sub-contracting services to schools, "an intermediary between schools and the world." Schools would purchase places in the program for students in their programs and in turn, the agency would place youngsters in apprenticeship situations as a bridge to the world, not for career education but for living and growing experience to better serve the immediate needs of youth. In such a program, students would have "authentic roles instead of courses." Regular seminars would be held to explore implications of their work experiences and to test and stretch their learning. Each intern designs a special project to complement his work experience. Teachers strive to integrate the work experiences into the classroom.

As part of a doctoral dissertation Martin, (28) developed and field-tested a model plan for an executive middle school internship. The model combined "the best elements of classroom analysis with actual experience in the world of executives and organizations." It was found that community agencies were responsive and could supply exploratory experiences for students and that the experience did widen horizons and develop and enhance positive attitudes toward the world of work in the eight grade students.

Learning in the World of Work. Another major area for experiential learning is career and vocational education. Because of extensive federal funding, a host of work experience programs have evolved recently. Brief accounts of different programs reported in the literature follow.

The St. Louis public schools (29) expanded their work-study programs. A pilot program began with a large department store. Twenty students attended a class located in the store for a half-day and then spent the other half-day

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working in the store. Students received 3 units of credit for the academic courses and one unit for work experiences. Students were paid for work in the store. The program differed from traditional distributive education courses in that academic classes were held in a work location, the curriculum involved real problems and tasks of retail merchandising, and there was extensive coordination of academic and work experiences by a teacher assigned to the students during both places of the program. The program was deemed successful and was expanded to 700 students and other businesses. Student reaction has been very positive and has decreased drop outs and absenteeism.

Health careers have been a fertile field for work experiences. Health career majors at Mary Dean Bacon Vocational School in New York City have a working/learning environment for 90 seniors in a public hospital. Students are divided into two equal groups for the year-long program, with each group alternating every two weeks between the hospital and the school. In-classroom instruction is coordinated with the hospital experiences. Students work 6 hours per day, five days a week, during their two-week stints at the hospital. Students are not paid, and the educational values are emphasized. Students work in every department of the hospital and gain valuable insights into such areas as mental health, nursing, radiology, and respiratory therapy. They chart temperatures and pulse respiration rates of patients. They do clerical work in the various departments and offices of the hospital. Gerontology has been added and students work with the elderly in a nursing home on a rotating basis. The program has been mutually beneficial to the hospital and to the students. Patients respond very well to the youthful enthusiasm (30).

Hartford, Connecticut has conducted Operation TACT (Toward an Allied Health Career Today), a cooperatively planned program integrating allied

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health education into the secondary school program and offering educational opportunities to minority and disadvantaged students. Field trips and work experiences were provided in four participating hospitals. A detailed catalog of suggestions for local field trips are included, and the program was considered to be successful and its continuance recommended (31).

A follow-up study was made of 128 secondary school students who had completed a health careers course at Jefferson High School in Roanoke, Virginia, in order to determine the effectiveness of the program. It was found that 48 percent of the respondents were employed in the field of training, that part-time work experience increased the related employment to 80 percent and also increased the percentage of students who sought additional education. A high degree of job satisfaction was reported. The most frequent suggestion for course improvement was for more "hands on" experiences during class time (32).

The National Commission on Resources for Youth has sponsored the Day Care Youth Helper Program (DCI/HP) which was designed to provide youth with the chance to work with preschool children through field experience in day care centers, coupled with a seminar for the planning of early childhood learning activities and the introduction of child development concepts. Benefits of the program include work experiences, the exercise of responsibility, knowledge and skills needed to become parents, personal rewards of the helping relationship, and an opportunity to grow in self-esteem and confidence. A full description of the program is described in its final report (33).

The National Junior Achievement Program has been a long-time organization for teaching students about the world of work. Consultants from the business community assist students to organize a business, produce and market a product,

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and be involved in a wide range of experiences in running a business.

The Skyline Center in Dallas Texas is a high school which provides career development in professional fields, combining solid knowledge background and first-hand work experience. The school is organized around 28 career clusters, with three hours per day spend in one career cluster and the remainder in regular class schedules. An example is the advanced social studies career program for students interested in a social science career. Approximately 200 students participate in the two-year program. The first year introduces students to a broad base of psychological and sociological concepts. In the second year, the student specializes in a specific career area, and a self-directed curriculum is designed. Most students do field work, and work placements have included the police and planning departments, mental health centers, and social welfare agencies (34).

One of the most significant experiential programs through career education is Experience-Based Career Education (EBCE), an alternative secondary school program, funded liberally by the National Institute of Education. The EBCE approach combines four major capabilities: (1) community involvement, (2) individualized instruction, (3) guidance, and (4) new roles for staff as managers of learning.

The original model began at Tigard, Oregon in 1972, and spread to other school districts in the western region. Its philosophy is that there are a million ways to make learning real through using the community as their classroom. Effective experience-based learning requires carefully planned activities using community resource people and their working environments as not only the setting for student learning but also the content.

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Two evaluation reports have been published about the Tigard, Oregon programs. The Employer-Based Career Education Program provided students a variety of individualized learning activities, including eight employer site explorations, 108 days on three employer sites, seven projects, and many hours in seminars, independent study, counseling, and enrichment activities. On tests, students remain about the same in basic skills and self-concepts, but reached a high level of career maturity and work performance. Students also improved in their acceptance of responsibility, interest in and enthusiasm for work, judgment, ability to work with others, and ability to learn through work experiences. All those involved were enthusiastic about the program (35).

The Experience-Based Career Education Program provided a variety of organizational activities designed to provide meaningful learning experiences in basic skills, life skills, and career development. Approximately 50 students participated on a full-day basis, dividing their time between a learning center and various employer and community sites. Students showed a statistically-significant gain in reading mathematics, and study skills and a positive gain in self-reliance, work, communication and trust (36).

The Northwest Regional Educational Lab has developed a book and student and teacher guides for experience-based learning. These materials are based on experiences with EBCE but are applicable to experience-based learning in general. A number of pertinent ideas are included in their book Experienced-Based Learning: How to Make the Community Your Classroom (37). The book describes seven characteristics emphasized in experience-based learning, which are summarized below:

(1) Learning How to Learn. Students need life-long practice in the

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basic tools of learning--reading, writing, speaking, analyzing, asking questions, computing and solving problems. Learning to find needed information and applying it to a real situation functionalizes learning and gives the learner a feeling of competence.

(2) Learning About Life. Experience-based learning puts students in touch with everyday experiences and a variety of people; provides a firsthand view of the ways people cope with their environment and apply what they learn to the daily requirements of living.

(3) Learning About Careers. Career education, viewed broadly, means "What do I do with my life?" IN EBCE, this is done by firsthand contact with a variety of people doing their jobs. Students can see the need for adaptability and flexibility; can match facts about themselves with the reality of career choices; can see what is involved and what one must do to prepare oneself.

(4) Learn About Themselves. Self-confidence is difficult to teach from a textbook. Students are challenged to reach out and experience new learning resources, gain confidence in themselves and self-understanding of strengths and weaknesses.

(5) Learning to Be Responsible. Students make their learning plans under supervision, carry them out, and are accountable for their actions. They learn to meet expectations and requirements of a situation.

(6) Learning About Others. Community resource people share information and also provide models for basic human skills. Students interact with a variety of adults.

(7) Learn by Doing. Skills are learned by them in real situations, capitalizing on multi-sensory experience. Outcomes are generally measured by performance.

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Learning in Construction and Urban Renewal Projects. The opportunity to participate in beautifying and renewing communities is an exemplary service project. In Denver, Colorado, a group of teenagers negotiated contracts for $250,000 to build and refurbish homes, replace sidewalks, and construct mini-parks. In Canton, Ohio, the Candlelight Youth Corps renovated homes of the handicapped, the elderly, and the blind. In Minnesota, 350 teenagers, known as the Teen Corps, provided volunteer labor to worthwhile projects around the state, including five summer camps built for mentally retarded youth and juvenile delinquents (38).

Learning in the Political Area. In its broadest sense, citizenship education may be the most significant contribution of youth participation in the community. Two basic kinds of experiences can be provided in government. One kind is service projects with community government. In Decatur, Georgia, political science students intern in various departments of their city government. The interns begin with a semester of study and orientation; next they observe the work of department heads, and then in pairs, the students undertake projects for the department they have entered. The projects may vary from study of the cost of crime, to a survey of rat infestation, to a prediction of future needs for burial. Several student projects have brought about changes in the practices of city government (39).

The second basic kind of political experience is political activism. In Connecticut, the Citizens Action Group, the first state affiliate of Ralph Nadar's Center for the Study of Responsive Law, provided a model for youth participation in communities. They conducted a state-wide survey of food prices, developed an Earth Platform for election campaigns, and lobbied state legislators for a disposable bottle tax.

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Newman and Associates (40) have developed a book-length proposal for a curriculum in which students gain knowledge about citizenship through active participation in the life of the community. The program combines active participation with interdisciplinary studies in communication skills, moral deliberation, realities of the political and legal process, community-based learning, social psychology, and effective uses of news media. Academic credit in English and social studies will be given. The first semester of this program will be a community service internship where students learn from the adults they work with and also contribute to the work of the agency. The central proposal of the internship is to offer real work in institutions outside the school so that the students can learn more about exerting influence in the adult world.

During the second semester of the Skills in Action Program, students will be in a citizen action project, whose purpose will be to involve students in cooperative group efforts in public advocacy. The project offers a clinical setting in which to apply skills learned and to develop new ones. Whereas the internship offers responsible service and expanding youth involvement in the world of adults, the action project adds advocacy- winning public support for causes, influencing public affairs, through cooperative efforts. The advocate role requires skill and psychological strength and is crucial to competent citizenship.

Some actual examples of citizen action activities are: (1) The St. Paul School investigated air pollution around the school, found three factories had not complied with air pollution ordinances, and conducted a complicated campaign, resulting in the local Bureau of Pollution Control taking action; (2) the Teenage Tenant Training Council in New York City helps tenants interpret the housing code, file complaints, and build self-reliant organizations and -

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(3) the Maine Reach Program worked to pass a bill requiring returnable beverage containers by referendum.

Two criteria for selection of action projects are: (1) place students in role of advocating, persuading, and trying to win public support, and (2) the project will be structured to require students to work in groups. Student activities will involve developing position papers to describe goals and strategies, skill clinics, project counseling sessions to handle stresses and frustrations, and informal sharing of experiences (41).

Bulletin 52, Building Rationales for Citizenship Education (42), delves at length with "learning and earning citizenship through participation." In this bulletin, the authors see youth participation as a central ingredient in citizenship education in which the goal is not just talk about public issues but to do something about them, and they believe such a program supplies the conditions for the growth of democratic ideas and an orientation and commitment to act upon those values.

The NCSS Bulletin postulates five conditions for optimum citizenship growth: (1) doing something that both the students and the community think are worthwhile. (2) doing something where others depend on one's actions (the opportunities to make decisions with real consequences are often denied to teenagers), (3) doing tasks that challenge and strengthens one's thinking cognitively and ethically (trying out novel, challenging social roles, such as peer counselor, legislative intern, tutor, or pollution watcher), (4) having some opportunities to make decisions within their projects or placements, and (5) systematically reflecting on the experience (careful observation, perceptive questioning, and synthesizing immediate experience with accumulated knowledge).

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Whereas Newman describes two basic kinds of youth participation for citizenship education, service projects and political activism, the NCSS Bulletin identifies five types, which are summarized as follows:

(1) Social Political Action. Students try to influence public decision-making. They participate in political campaigns, join active citizen organizations, work directly with state legislators or city council persons, form their own research and lobby groups, and serve on local governmental committees and commissions.

(2) Community Projects. Social action is directed more toward ameliroating a particular need than toward influencing public or institutional policy. These projects are initiated, organized, and staffed by high school students with minimal assistance from adults. The organization, Teenage Health Consultants, in the St. Paul-Minneapolis area, was initiated and run by high school and college students who were dissatisfied with what was available in health care and education. After an eighteen-session training course, the students staffed health and counseling offices in schools, made presentations to schools, churches, and youth groups, developed educational materials, and worked in health clinics and youth hotlines.

In Westport, Massachusetts, students, concerned about energy, helped a nature center cut its fuel consumption by 75% by researching and installing a solarized heating plant.

Other examples of community projects have included students counting trees with Dutch elm disease, operating a recycling center, producing and distributing a community newspaper, cooking meals for the elderly by a home economics class, and providing minor home repairs by industial arts students.

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(3) Volunteer Service. In social service agencies, the needs are already identified, with supervision and expert guidance; there are responsible tasks and students are genuinely needed. In Hopkins, Minnesota, the 12th grade social studies class begins with a Community Involvement Fair in which representatives of thirty agencies explain the needs of their agency, and how the students can help. Nearly all of the seniors choose to make a commitment as part of their social studies course.

(4) Community Study. Students apply social studies skills by conducting surveys and research of community needs. Students survey community attitudes about how people feel about certain issues, do first-hand study of community institutions, such as monitoring correction facilities for juveniles, learn about criminal justice in jails, courts and attorneys offices, about health in hospitals, economics in banks and welfare offices, about city politics in council chambers and neighborhood centers. In the Twin Cities area, students received training in participant observation and ethnographic research methods and then lived for several days in juvenile homes and treatment facilities in order to assess treatment programs.

(5) Internship. A student interns with an adult who has artistic, occupational or academic expertise of interest. At its best, the internship is a way to get on the inside of an organization, experience it first-hand, and provide an indepth view of how community decisions are made, or to test one's competence to fill an adult role. At worse, it is an exercise in tedium.

In Oregon, the state government utilizes nearly all its state offices to provide internships or extended observations as part of the Government Responsibility and Student Participation (GRASP) Program. Students study the state government extensively to gain an overall picture of decision-making and the

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role of each department's activities.

Learning in Unfamiliar Cultures. An excellent experiential activity is to immerse students in cultures different from their own. East High School students in Denver harvested beets with migrant workers, worked in welfare agencies, lived with Mexican families, and collected garbage with city sanitation workers for social studies credit. In Boston, students lived five weeks with black inner-city families while working in social agencies; then lived five weeks in remote rural settings in Connecticut and Nova Scotia where they worked on farms, dairies, and maple syrup factories.

Student exchange programs are beginning to emerge. Tuscaloosa High School has an exchange program with Souix Falls, South Dakota, in which groups of students from two high schools live in the homes of each other for a period of two weeks.

Living in a foreign culture has unique educational values. The writer has had the opportunity to implement and direct a student teaching program in Latin America in which more than 600 student teachers have participated. Some of the values of the program are: (1) the opportunity to live in a foreign culture is invaluable, perhaps indispensible in developing international understanding and empathy, (2) living in the homes of nationals of the country is the most effective means of learning about the culture of another country, (3) living in the foreign culture represents a challenge, a personal confrontation with oneself in coping, and (4) such an experience has a much more maturing influence on student teachers than does the regular student teaching program (43).

Mature high school students can cope and learn much from travel or work abroad. The American Field Service Program and the Experiment in International Living, Putney, Vermont, provide opportunities for high school students to live

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in a foreign country. Huntsville and Tuscaloosa, Alabama have had student exchange programs with American schools in Latin America. The U. S. Student Association, Madison, Wisconsin, provides information about the possibilities in foreign cultures in their booklet, Study, Travel, Work Abroad.

Learning from the Past. Experiential education, utilizing the past, has focused on preserving history and folklore, reconstructing past cultures, and recording oral history. One of the best known programs has been Eliot Wigginton's Foxfire program in Raburn Gap, Georgia. His students have published four volumes of Foxfire, and a million copies of volume one have been sold. IDEAS, working with Wigginton, have helped train teachers to utilize the Foxfire approach in their own communities. There are a number of Foxfire replicas throughout the nation, and several have been started or are in the planning stage in Alabama.

The social studies have been a popular area for experiential learning. Field trips to historical sites have been common. In New Jersey, the State Department of Education has developed a resource guide, listing teaching suggestions, historical sites, traditional craft demonstrations, and related displays of old tools (44).

In Atlanta, students have spent three months away from school on archeological digs of Indian cultures. In Brooklyn, students gathered evidence to refute historians about the black community of Weeksville.

The National Council for the Social Studies has published a useful guide, How to Utilize Community Resources, as part of their How To Do It series. Another useful book is My Backyard History Book, David Weitsman, which describes several activities which are experiential in nature.

Learning on the Road. Travel is broadening. Organized traveling-learning experiences that combine academic study with on-site visitation and

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experience have excellent experiential values. In Lake Geneva, Wisconsin, the American Essence Teaching School Program offers high school seniors and post-graduates a nine-months, in-depth immersion in America's heritage, crossing the United States by sail, highway, footpath, inland waterways and wagon trails. The St. Paul Open School provides educational trips, combining geological and biological study with the study of culture and history.

In the United States, there are summer travel camps in which youth groups spend several weeks on the road, visiting places of educational value and learning from the cultural, educational or physical environment.

In England, there is a scholar ships program, schools at sea. Two former troopships, one which can carry 1100 pupils in dormitories, plus 307 cabin passengers, are used to provide educational cruises for school groups. Fare for the student is $24-40 plus pocket money, and those unable to pay are subsidized. Before the trip, students begin study about what they will experience, including map study, and brief verbal sketches and live drawings of each port of call. The study is interdisciplinary - background history, useful phrases in the particular languages, information about ships and the sea, such as nautical terms, flags of nations, and foreign currency exchange. The depth of study depends on grade level of the student.

The ships are equipped for large assemblies and small classroom groups and have a small reference library. There is one teacher for 15 students, plus nurses and the crew. There are year-round educational cruises, from England to foreign ports, normally northern Europe in the summer months, and southern Europe in the fall, winter and spring. Sometimes there are brief trips inland from the ports visited.

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In terms of educational values, these cruises provide first-hand experiences of distant places and interaction with people of other cultures. Not only do learners see and hear, but smell, touch, taste, and sense--a total experience. It is of particular interest to this writer, because of his bias toward the camping experience, that it is the "boarding school experience," the living together on the ship that is seen as the basic value of the educational tour. "If the ship never left the harbour, the program would still be worthwhile." The experience away from family and home; the household-shipboard chores; the learning to live together, in close quarters, with different backgrounds--these are seen as the real educational values (45).

Learning in the Outdoors. The philosophy of outdoor education was probably best stated by Sharp in 1957: "that which can best be learned in the outdoors (beyond the classroom) through direct experiences, dealing with native materials and life situations, should there be learned." (46)

A. Outdoor Education. Outdoor education has been a part of the educational scene for many years, but ecological awareness and federal funds for environmental education and for the disadvantaged has resulted in a significant gain in the last decade. Today, every state has some type of outdoor education program which is for all ages, not just elementary, and for all youth, not just the middle class (47).

The school site, especially if it includes a swamp, lake, woodland, or hillside, can be used effectively. School farms, forests, and gardens provide opportunities for students to observe and actually participate in using food and fibers, increasingly important in an ever-urbanizing society. Haleyville High School, for example, has an adjoining 25 acre nature site for field study. Anniston City Schools have a 170 acre operating farm within ten minutes of the high school.

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Environmental education has recently captured the attention of educators. The Mobile Schools have a 640 acre Environmental Studies Center and have developed extensive curriculum materials in environmental education.

In terms of educational values, environmental education is a process of extending the classroom beyond the walls, where students can become aware of the environment and learn how his decisions and behavior affect the environment for either good or bad through personal experience. It is the real world with real plants and animals, real soil and water, and real problems and experience. Developing an appreciation of the relationship between man and nature is a primary value.

One example of field studies is the four teaching guides that have been developed for field studies in the four geological areas of Florida. These guides use much of the Earth Science Curriculum Program (ESCP) and provide the teacher with information on field trips, learning activities, and teaching materials available. One of the guides, for example, deals with Devil's Millhopper, a collapsed sink near Gainesville, and includes investigatory activities in geology, history, mathematics, art, language arts, and environmental studies (48).

Another example is the exchange program between two groups of high school students who visited each other's school district for three days to broaden their experiences with different physical and geological surroundings. The inland group was exposed to marine geology and the coastal group experienced mountain geology and ecology. The article proposes that the National Science Teachers Association (NSTA) act as broker to arrange additional exchange programs of this type (49).

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B. School Camping. School camping represents one of the most exciting and motivational experiences in education. The writer has had extensive experience with school camping. In Gastonia, North Carolina, the writer was involved with seventh grade students who spent a week camping in a state park. Before the camping experience, students made careful plans and preparation for the experience. Studies in all subject areas were correlated with the camping experience, including actual conservation work. The unit was planned, carried out, evaluated and analyzed. At Appalachian State University, the writer originated and developed Appalachian School Camps, Inc., a non-profit organization, to provide work experience, camping and outdoor education for secondary and elementary students.

The values of school camping and outdoor education, as validated by the experiences of the writer, are many. School camping fosters general education values as expressed by national goals of education, such as the Seven Cardinal Principles of Education. It functionalizes curriculum content, such as physical education, science and social studies. The camp immerses the students into a total environmental setting which stimulates values and attitudinal change. It facilitates growing up and cutting parents' apron strings. The camp provides an environment for developing independence and is an experience in community living in which students learn to live together and cope. It represents a frontier experience where each begins a new life, starts equal, and differences are lessened. Each participant must establish himself in a new setting and face experiences on his own resources. The school camping experience represents the most exciting educational experience that schools can tap (50).

C. Outward Bound. The Outward Bound Program's unique adaptation has been Project Adventure, a federally-funded experiment in applying one of

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Outward Bound's fundamental precepts, the value of adventure, to public school programs. The project has won a National Pacesetter Award for public school innovation. Project Adventure stresses four basic educational objectives: (1) real learning is more likely to take place in a context of adventure, which motivates through anticipation, challenge, curiosity, and vitality; (2) the project's approach to learning stresses cooperation, with real problems solved through cooperative group efforts; (3) students need to perceive the connection between direct experiences outside the classroom and the concepts they deal with in the classroom, with opportunities to test out abstractions in the real world; (4) education should give students an opportunity to bring together and to integrate the physical, emotional, social, intellectual, and aesthetic aspects of their personality (51). Several outdoor, experience-based approaches to traditional academic subjects are described in the book, Teaching Through Adventure.

Providing For Experiential Learning Within the School Program. Because most of this paper has dealt with providing experiences outside the school, it would seem important to return to the school as a place for experiential learning.

Fostering Experiential Learning in the Classroom. It will most likely be back in the classrooms, where the final, but all important, phase of experiential learning will take place. One aspect of this phase will be the analysis of and reflection upon the experiences in the real world. Conclusions and conceptualizations must take place if good learning is to occur. It is also back in the classroom where the best opportunities will occur for students to relate their school work to be the real world, and vice versa. This reflection and analysis, this connection of school studies and community studies, will require superlative teaching if the best results are to occur.

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In addition to these classroom activities, teachers should be trained and encouraged to use experiential techniques in all classroom activities. Whenever the teacher makes skillful use of facilitative, student-centered activities, such as simulation, role playing, and group process techniques, experiential learning is fostered.

The teaching strategies employed by the teacher also has much to do with whether experiential learning takes place or not. Hyman (52) identifies three main types of teaching strategies: presenting, enabling, and exemplifying. Of course, the most used strategy is presentation. The two basic techniques of presentation are the lecture and the recitation. The teacher sets forth what is to be received and learned by the student. The information may be oral, written, by the teacher or the text, or by film. The presentation strategy is used almost exclusively, and the strategy is the reverse of experiential learning.

The Enabling Strategy. This strategy is not widely used, although it is stressed in the educational literature. Teachers generally lack sophistication, experience, desire, and sufficient involvement with students to use the enabling strategy effectively. Techniques of enabling include discussion, brainstorming, role playing, simulation, laboratory activities, and problem-solving projects. Students engage in some activity, usually under teacher supervision, in which there is a problem to be solved. The role of the teacher is to enable the students to solve the problem, not to solve it for them. The teacher encourages, facilitates, and allows the student to lead. When the teaching-learning process is student-centered, i.e., initiated, directed and evaluated by the learner, the process is experiential learning.

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The enabling strategy is also important in seminars for analyzing experiences outside the classroom and relating these experiences to academic learning and personal growth. Such an approach also facilitates both cognitive and personal growth of the learner as well as learning the roles of adulthood.

The Exemplifying Strategy. This strategy is least used because teachers do not consciously and deliberately exemplify what they aim toward so that the students will learn through the teacher's exemplification. Unfortunately, much of what teachers exemplify is unintentional and non-strategic, often inconsistent or dissonant with the explicit aims and verbal statements of the teachers. It is part of the hidden agenda or unstudied curriculum in schools, which is often what students actually learn, remember, and act upon, now and in the future.

The exemplifying strategy is especially suited to the teaching of skills, processes, and values. The teacher shows the student how to do something, such as conducting research or demonstrating honesty. Exemplification allows students to see the consequences of certain action as well as how to perform them.

Exemplifying is primarily a non-verbal mode of teaching, although the teacher may comment verbally on what he is doing as a means of reinforcing his point. Much of what is learned in life is by exemplifying, by imitating the non-verbal examples they see about them, the deliberate and non-deliberate examples of other people. It is an effective means of concretizing the abstract values, principles, and processes one teaches. Because it is a natural way of learning, exemplifying forms a bridge between school and society. It demonstrates that the teacher is a real person engaged in real activities. In this sense, the exemplifying strategy facilitates experiential learning.

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Using the School for Experiential Learning. Much goes on in and around the school which is done for students by professionals and non-professionals. In addition to teachers, there are administrators, secretaries, maintenance and cafeteria workers, nurses, et cetera. Educators who are looking for experienced-based learning activities should take another look at what goes on in schools which might be used to provide experiential learning for students.

The out-of-class or student activity program represents a special educational use of non-classroom experiences, and an excellent student activities program does foster experiential learning. In fact, a broad view of what the student activity program should encompass could well be all that goes on in school outside of class.

The broad values and function of the student activities program are: (1) personal-social development of youngsters, including leadership, communication, social and human relations skills, (2) reinforcement of classroom learning, (3) provision for experiences not in the regular curriculum, (4) career exploration, (5) integrative knowledge, more like real life than fragmented sub-learning, (6) citizenship practice in living democracy, and (7) enhancement of school atmosphere.

School publications, drama and musical performances, and special interest clubs can provide excellent experiential learning. The Laboraory High School of Appalachian State University, where the writer served as principal, had a number of clubs which exemplified experiential education. The conservation Club planted trees and stocked trout streams; the Angling and Fly Tying Club learned how to tie flies, cast, and they engaged in fishing trips; and the Radio and Broadcasting Club built a studio in the school, using flattened egg carton crates to sound proof the room, and broadcasted live a daily radio program from the high school. While more a part of their regular classes, vocational

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students built a house and auctioned it off for a tidy profit for their program.

Experiential learning will be enhanced as schools find ways to give students more responsibility, more self-direction, and more leadership. If the community is to be encouraged to provide responsible experiences for youngsters, certainly the school should examine itself for ways to facilitate the transition to adulthood.

In regard to the student activities program, it would appear logical, therefore, for students to be primarily responsible for administering the program, for determining allocation of funds, and for chartering and abolishing clubs. To increase student responsibility, out-of-class infractions of behavior probably should be handled by a youth court. In school governance, the potential for experiential learning is relatively untapped. At the laboratory school where this writer served as principal, the students, through elected representatives, functioned somewhat like the House of Representatives, the faculty as Senate, and the principal as President. Most school rules originated with the student representatives.

School service activities perhaps offer the best opportunities for responsible work experiences. Library assistants, stage management crews, and audio-visual operators are some good examples of service activities. These types of activities should be expanded. If students intern in restaurants, why not in school cafeterias; if students serve in mental health clinics, why not in peer counseling clinics in school, or the first aid room; if students do beautification, construction and urban renewal projects, why not in schools? Schools need landscaping and horticultural projects. Students tutoring younger students should be expanded as one of the most significant ways to serve and to learn.

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Why not have students operate businesses within the school which provide goods and services for youth? Knox (53) has developed a manual for developing the school store as a retail laboratory for Distributive Education. The manual includes sections on preparing proposals to start a school store, vendor's license and sales tax, store policies, wholesalers, store layout, equipment purchase policies, promotional ideas, and sample forms used in financial appraisal, budgetary and inventory control.

Holt High School, in cooperation with a local bank, has opened a branch bank within the school, staffed by students under supervision, where money can be borrowed or deposited in savings accounts. At the Appalachian High School (54) a secretarial pool of business education students was established to furnish secretarial services for administrators, faculty, or student organizations. The students took dictation from a variety of persons, typed letters and stencils, memographed and/or duplicated materials, supervised all classroom observation placements from the University, handled all office duties on a rotational basis, handled student activity accounts, and managed the school's magazine drive. A concerted effort was made to provide a wide variety of responsibilities and secretarial skills.

Structuring Experiential Learning Activities

A general model for organizing experiential learning is the Walkabout program. The Walkabout approach stemmed from an article that Maurice Gibbons wrote in Phi Delta Kappan, May 1974. Professor Gibbons saw the Australian film, Walkabout, which depicts a young aborigine on his walkabout, a six-months endurance test during which he must survive alone in the wilderness and return to his tribe an adult, or die in the attempt. Reflection upon this film sensitized Gibbons to the need for an appropriate and challenging walkabout

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for students in our society, a need for the right passage from childhood and school. Out of this reflection, he designed a model in which the criteria for activities were: (1) experiential, a real experience, (2) a challange that extends his capacities, (3) a challange he chooses for himself, (4) an important learning experience in itself providing a significant confrontation with himself, and (5) an appropriate trial and ceremony; a transition from school learnings to the life that will follow; a ceremony that will bring parents, teachers, friends, and others to share this moment, to confirm his achievement and to consolidate the spirit of the community of which he is a member.

The graduation ceremony, or rites of puberty, according to Gibbons, would include presentations and displays of the choices the students made to meet the five basic challenges of the Walkabout model: (1) adventure: a challenge to the student's daring, endurance, and skills in an unfamiliar environment, (2) creativity: a challenge to explore, cultivate, and express his own imagination in some aesthetically pleasing form, (3) service: a challenge to identify a human need for assistance and provide it; to express caring without expectation of reward, (4) practical skill: a challenge to explore a utilitarian activity, to learn the knowledge and skills necessary to work in that field, and to produce something of use, and (5) logical inquiry: a challenge to explore one's curiosity, to formulate a question or problem of personal importance, and to pursue an answer or solution symtematically and, whenever appropriate, by investigation (55).

From the point of view of the school program, Gibbons suggests that the Walkabout can be (1) an extracurricular activity, planned and done out-of-school time; (2) a course; (3) the core of the senior year; or (4) a whole new curriculum or alternative school program.

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The publication of this article created a considerable stir in educational circles. A National Task Force to refine and promote the Walkabout Model was formed, with Willard Duckett from Phi Delta Kappa as its coordinator. Funding was secured, and Newsletters, which contain ideas about and examples of programs which exemplify the Walkabout Model, have been published. Conferences and training sessions for Walkabout have also been held. Walkabout was apparently an idea whose time had come.

A second model for organizing experiential learning activities is the Experience-Based Career Education Program (EBCE). The EBCE Model (56) describes four important components for structuring experience-based learning, which are summarized as follows:

1. Student Journals. Most literature on experiential learning stress the use of journals as a valuable tool for communication between staff and students, a two-way diary. Such journals help give perspective, improve communication skills, helps students begin a life-time of learning using everyday happenings as the base, and encourages reflection on meaning of experiences.

Appropriate staff comments and questions in the student journals can help students gain skill in integrating experiences, developing self-awareness, and stimulating career choices. The Northwestern Regional Lab has published a students' guide to writing a journal.

2. Community Certification of Survival Skills. EBCE thinks it is best for students to demonstrate their competence to adults in the community who have the particular expertise. There should be a resource file of material to help students prepare for certification.

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3. Community Explorations. The purpose is to help youngsters practice thinking skills in evaluating their on-site experiences. Students should make at least five explorations during the year in order to meet a variety of people and to experience different work environments and life styles.

4. Student Projects. Projects are in-depth experiences at particular community sites which require students to make the transition from observing to doing and become first-hand participants in the human and work processes of particular sites and occupations. Students select and carry out specific activities, work with adults, and reflect upon the results of their actions.

The NREL's book, Experience-Based Learning, describes in detail how to do project planning and writing; how to relate a site's learning potential to academic subjects, basic skills and work tasks; and how to translate site analysis into specific learning objectives and then into projects developed individually with each student. Those interested in more specific details should consult this publication.

Incorporating Experience-Based Learning into the School Program

Action learning can be provided for in the school program in a variety of ways: (1) the student activities program, usually done after school, as a part of a club's activities, for intrinsic value and no academic credit; (2) an interim term of 3 to 4 weeks in the academic year, for a short but intensive involvement; (3) community action credit, in which a certain number of hours in community service is competed for a unit of credit; (4) laboratory experience for an existing course in lieu of other requirements; and (5) community involvement course, in which the community experience is the central focus of the course.

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More complex arrangements for action learning experiences include: (1) schools within school, in which action learning is offered as an alternative school; (2) a separate alternative school; and (3) an action learning center, in which students from several schools have the option of attending a learning center full-time or part-time daily for the semester.

Experiential Education in Alabama

There appears to be an awakening of interest in experience-based learning throughout the state, with probably outdoor/environmental education receiving the most emphasis. The Mobile Environmental Studies Center, located on 640 acres of land, is an example of this approach. The Anniston City Schools are developing an experiential learning program utilizing a 170 acre, on-going farm. The Huntsville City Schools are involved in an out-of-school learning program which will involve several types of experience-based components. There are Foxfire replicas, with Bibb County Schools' Sparrowhawk and the Shelby County Schools' Good Morning Yesterday as two examples. Several student exchange programs are in operation. The Secondary Education Program at the University of Alabama is interested in preparing teachers for experiential education and has instituted courses in Wilderness Education and Experiential Education. The General Assistance Center and the University of Alabama Phi Delta Kappa Chapter co-sponsored a two-day state conference on experiential education in April 1978.

An Advisory Board for an Experiential Learning Center at Tannehill Park has been established, with members from public schools, colleges, and the State Department of Education. This Learning Center plans to capitalize on the park's resources to develop a collaborative with five experiential components: (1) folklore, emphasizing the Foxfire approach, (2) outdoor education; (3) apprenticeship education; (4) arts, crafts, and performing arts, and (5) historical

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preservation. The two main purposes of the Learning Center will be (1) teacher education, including workshops and courses to train teachers in the use of experiential processes, and (2) a staff to serve as resource people for school groups that come to Tannehill Park.

Finally, a group of interested teachers are in the process of establishing a State Association of Experiential Education. A planning conference for the purpose of formally organizing the state association is scheduled at Tannehill Park, June 17, 1978. The association will be primarily concerned with promoting experiential education within the state and in exchanging ideas and support among its members.

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